

Playful Learning 2024

The Call for Sessions Process



Call for Sessions

Call for sessions is
now open
Deadline 5th Feb

START

Review

- Double blind review
- Accept (as is, minor or major)
 - Mentoring required
 - Reject



Submission

Submit a session
<https://playfullearningassoc.co.uk/submit-a-session/>



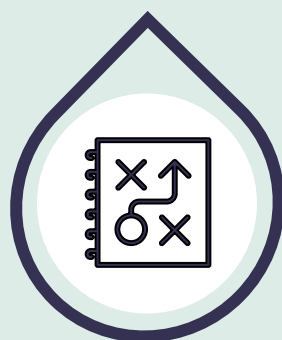
Final Decision

Playful Learning
Committee



Notification

All submissions
notified by mid-March



Registration

All presenters register
by mid-April

FINISH

The Submission Form

Ethos

Not a traditional conference

We welcome a huge range of sessions:

- Talks
- Activities
- New research
- Theoretical explorations
- Playtest
- Creative workshops
- Outdoor/indoor
- Dance ...

Adult learning

Criteria

1. Relevance to the conference
2. Originality of contribution
3. Contribution to research or practice
4. Clarity and coherence
5. Playfulness of session design

Description

- What will people do and get from your session? E.g. creating, learning, experiencing or taking away

Find out more

- References, web links and other resources for finding out more

Good practice

Title: Playful breadcrumbs – Tiny pieces of playful practice with close to no effort.

Length: 30 minutes, 60 minutes or longer

Location: Indoor group space

Description: Are you frustrated after playful learning because you've no time to realise your playful visions? Or do you add lots of playful ideas into practice with zero effort? In this session delegates will share their playful breadcrumbs – providing a path from the mundane back to playful learning.

What will participants be doing: Once every year we venture into the magical world of playful learning. After two days of shenanigans and tomfoolery we reluctantly take the journey to return to the mundane world, hopefully with a spark of inspiration and optimism that we can fan the spark into a flame that can change the mundane world forever! Often though the responsibilities of life extinguish our hope in short order.

The aim of this session is to create a collection of “playful breadcrumbs” from the experience of delegates. “playful breadcrumbs” are small, playful activities or elements of learning and teaching practice that can be added with very little effort. In doing so we hope to discover that small changes can still make a small difference and help us remember the path back to playful learning through playful breadcrumbs.

In this session participants we arrange themselves into groups using a playful method to encourage communication in a playful low risk way. In groups participants will be asked to offer ideas that they have seen, or used themselves, or have just invented. Groups will then reconvene to discuss their ideas with other groups. Ideas will be documented and collated for wider dissemination – reminding us that we can be playful without a lot of work, or justification.

Good practice

Title: Re-Creating (a) space for playful learning—Bringing to attention students' perspectives'

Length: 30 minutes

Location: Indoor group space

Description:

This session introduces “A model for materialising playfulness: Elements of play, the play space, and related primary affordances for play” based on original research conducted by the authors. The session aims to use the model as a starting point for designing an impromptu space for playful learning using physical tools.

What will participants be doing:

In this session, the participants are invited to play with the “Model for materialising playfulness: Elements of play, the play space, and related primary affordances for play” based on original research conducted on a design project focused on turning a regular office space into an invigorating and inspiring space suited for playful learning.

The playful workshop task has its origins in a real-world design project at a university consortium in Finland conducted in 2019 that begun with a survey study on the ‘playful climate’ of the academic organization including students, teachers, researchers and other staff among the academic community. The analysis of the data gathered contributed to a design of the playful space and the aforementioned conceptual model.

The model (Heljakka & Blomberg 2022) functions as a starting point for an improptu design for a play(ful) space achieved in the session through ‘quick and dirty’ prototyping with simple tools and toys, such as the Comicubes cardboard tool and MiniHome plastic toy furniture. The participants of this session will hear a short introduction to the real-world design project before re-creating three-dimensional designs for turning existing spaces into playful spaces with the help of the conceptual model and physical tools made available during the session.

During the session the participants will also learn, how students involved in playful learning in the context of higher education delivered by the organizer of this session, have responded to the real-world playful space, for the “Model for materialising playfulness: Elements of play, the play space, and related primary affordances for play”, and how they have suggested improvements and/or relevant additions to the design using the aforementioned tools in a similar workshop as given in this session.

Keywords: playful learning, playfulness, play space, primary affordances, physical tools

Other comments: Information on the study that resulted in the creation of the model can be found here (abstract): https://architecturemps.com/wp-content/uploads/2020/01/Katriina_Heljakka___Annika_Blomberg_A-Model-for-Materializing-playfulness-_Abstract_Florida.pdf

Good practice

Title: Disaster Ethics!

Length: 30 minutes, 60 minutes or longer

Location: Indoor group space

Description:

In this play + training session, we will engage with Disaster Ethics! – a local multiplayer, virtual, emergent novel video game. Participants will get a chance to play the game itself, receive game facilitator training, and ask questions about video game development of this kind. ltraczy.itch.io/disaster-ethics

What will participants be doing:

This submission proposes a demonstration (and play) of the Disaster Ethics video game. A 'play' of this video game will provide participants with a chance to have fun learning about disaster ethics which will enhance engagement with the new and niche discipline (Malone & Lepper, M, 1987). We will spend a majority of the time allotted playing the game with the presenter as facilitator. In this portion of the session, participants will discuss, argue and engage with the theoretical underpinnings of the game. With this first-hand experience, would-be facilitators will be better placed to facilitate the game for their own students and organisations. Guidance will also be provided on how to use the Teacher's Manual alongside the game so as to make the most out of the ethical discussions, even if the facilitator does not have an ethics background themselves. Finally, within the proposed demonstration there will be a chance to ask questions about how the game was made so as to offer support to those interested in making their own video game.

Common Feedback

1. Not clear what will happen in the session
2. Not a new idea
3. Creativity vs playfulness
4. Not directed at adult learning
5. Not mentioned play